

Student Success / Learning to 18 Summer Programs 2011

Differentiated Instruction (DI), Assessment and Evaluation (Aug 29 & 30)	
Facilitators: Marsha Fiacconi, Anthony Corvinelli	
Audience	<ul style="list-style-type: none"> All educators Grades 7-12; Introductory knowledge of DI and Assessment recommended
Focus	<ul style="list-style-type: none"> Using learning goals, success criteria and assessment to drive differentiated instruction and improve student achievement
Participants will explore	<ul style="list-style-type: none"> a common understanding of what effective implementation of Assessment for Learning (AfL), and Assessment as Learning (AaL) looks like in the classroom how assessment <i>for</i> learning improves student learning and helps them become independent, self-monitoring learners how to write student friendly learning goals, establish clear success criteria, plan with the end in mind and create an assessment plan how to develop differentiated assessment tasks that are aligned with the curriculum expectations and learning goals and responsive to student readiness, interest and preferences how to use conversations, observations, and products as evidence of student learning
Student Voice (Aug 31)	
Facilitator: Grace Mazzone	
Audience	<ul style="list-style-type: none"> All educators including classroom teachers Grade 7 to 12
Focus	<ul style="list-style-type: none"> "How might we invite students to co-create environments that promote student engagement?"
Participants will explore	<ul style="list-style-type: none"> ways to invite students to join the conversation about what engages them in their learning environment by learning more about: <ul style="list-style-type: none"> Student Voice and the Student Voice Initiative what students have indicated helps strengthen their sense of belonging (classroom and school) and participation <i>SpeakUp in a Box</i> and how students can use this to provide important information for improving their learning how to make connections to literacy, assessment and evaluation, the four pillars etc. Student Councils and how they can hear all voices and strengthen student engagement academically and socially.

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Student Success School and Cross Panel Teams (Aug 29 & 30) Facilitators: Grace Mazzone, Leslie Hutchison	
Audience	<ul style="list-style-type: none"> Student Success School and Cross-Panel team members including administrators, Student Success Teachers, Guidance and Special Education teachers
Focus	<ul style="list-style-type: none"> The implementation of transition plans and intervention strategies to support students as they progress from: Grade 7 -8, 8–9, 9-10 and 10-10+
Participants will explore	<ul style="list-style-type: none"> the findings and implications of the latest research conducted by Dr. Bruce Ferguson and his team, “Fresh Starts and False Starts” the use of the Professional Learning Cycle to identify student learning needs from data and drive educator learning within the context the implementation of key strategies/interventions from “Fresh Starts and False Starts” to support the academic and social of needs of students as they move through key transitions
Improving Student Achievement in Literacy (Aug 29 & 30) Facilitators: Audrey Alvaro, Chris Clarke, Sandra Mirabelli	
Audience	<ul style="list-style-type: none"> All educators of Grades 7-12
Focus	<ul style="list-style-type: none"> Oral communication, the very foundation of literacy
Participants will explore	<ul style="list-style-type: none"> how accountable talk supports students’ deeper understanding of subject content, helps students to learn, to reflect on their learning, and to communicate their knowledge and understanding. the literacy needs of adolescents cross-curricular strategies teachers can use to promote accountable talk in their classrooms explicit strategy instruction and the gradual release of responsibility model

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Improving Student Achievement in Mathematics (Aug 29 & 30) Facilitator: Dwight Stead	
Audience	<ul style="list-style-type: none">• All educators of Grades 7-12
Focus	<ul style="list-style-type: none">• Using open and parallel questions as a means of differentiating instruction to increase student engagement and achievement in mathematics
Participants will	<ul style="list-style-type: none">• practice forming open and parallel questions• connect curriculum expectations, <i>Big Ideas</i>, and questions• discuss how to use "questioning" alignment across ministry-developed resources when planning for ongoing professional learning activities